DOCUMENT RESUME

ED 219 024 HE 015 290

AUTHOR Jones, Virginia
TITLE Report on Evaluating Educational Outcomes: A Nazareth College Alumni Perspective.
INSTITUTION Nazareth Coll., MI.
PUB DATE Feb 82
NOTE 42p.; For related documents see HE 015 291 and HE 015 311.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Alumni; Attitude Measures; College Curriculum; *College Role; Curriculum Development; *Educational Benefits; *General Education; Graduate Surveys; Higher Education; Human Services; *Individual Development; Liberal Arts; *Outcomes of Education; Participant Satisfaction; Private Colleges; Professional Training
IDENTIFIERS *Nazareth College MI

ABSTRACT

To assess the college's impact on graduates, Nazareth College administered the American College Testing Program's Educational Services Alumni Survey to a sample of recent graduates. While there was particular interest in exploring perceptions of the general education program before and after a major curricular innovation called the McGrail Plan, the instrument also collected much data potentially useful in a number of ways for evaluation and planning. Data included: demographics, current alumni practices and plans, continuing education, perceived quality of education received and the college's effect on personal development, employment history, and evaluation of the McGrail Plan, a program stressing professional development in five human services career areas. Sixty-eight alumni responded, with a high degree of satisfaction in the college's program and impact. Alumni perceived a high degree of integration between the professional and general education components of the curriculum and expressed strong appreciation for the general education curriculum's value. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED219024

Report On

Evaluating Educational Outcomes:

A Nazareth College Alumni Perspective

Prepared by: Dr. Virginia Jones, SSJ
Coordinator of Institutional Planning
February 1982

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Virginia Jones

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Nazareth College

Nazareth, Michigan 49074

(616) 349-7783

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

HE 015 290

Evaluating Educational Outcomes:

An Alumni Perspective

Introduction

In an effort to assess the impact that the college has had on graduates of the institution, Nazareth College administered the American College Testing Company Education Services Alumni Survey to a sample of recent graduates. While there was particular interest in exploring perceptions regarding the general education program before and after a major curricular innovation, called the McGrail Plan, the instrument also collected a vast amount of data that should be useful to the college in a number of ways in the future both for evaluation and planning.

The Survey results provided data concerning:

Section I.	Demographics, current alumni activities and plans
Section II.	Continuing education of graduates
Section III.	Perceived quality of education received and the effect of the college on personal development
Section IV.	Employment history
Section V.	McGrail Plan/General Education evaluation

Sections I, II, and IV were largely descriptive in nature while Sections III and V provided evaluative information.

A total of 68 alumni completed the survey. The over-all alumni response indicates a high degree of satisfaction with the impact the college had on effecting growth in general education and with the McGrail Plan/General Education program of the college. Nazareth alumni perceive a strong degree of integration between the professional and general education components of the curriculum and express a strong appreciation for the value of general education. The over-all satisfaction with the college as a whole was high and an overwhelming majority of alumni indicated that the quality of their lives had been imporved by attending Nazareth College.

Background

Prior to 1971, Nazareth College was a traditional, Catholic, residential, liberal arts college for women. After careful study by an all-college study group, the curriculum received a major revision and seventeen (17) majors were eliminated in 1974. The resulting curriculum, called the McGrail Plan, focused on professional development in one of five (5) human service career areas balanced by what we call the liberating arts and sciences (general education). Today, Nazareth is coeducation with a smaller proportion of residential students and nearly 49% of its students coming from other faiths. In order to assess the impact of these changes, alumni who graduated prior to 1974 and alumni who graduated under the McGrail Plan were included in the study.

Method

Measurement Instrument:

The Educational Services Survey (ESS) Alumni Survey published by the American College Testing Company, was schosen for the study. The instrument collects both descriptive and evaluative information and permitted the college to develop and utilize institution-specific data (See Appendix I).

There are six (6) sections to the survey which generated the data for the study:

Section I.	Demographics, current activities and plans
Section II	Continuing education of graduates
Section III	Perceived Quality of Education Received
Section IV	Employment history
Section V	Institutionally-Designed: McGrail Plan/ General Education Evaluation
Section VI	Mailing address information

Sample

A total of 68 alumni from the class of 1971 (Pre-McGrail) and the class of 1978 (McGrail) responded to the survey. The 28 McGrail graduates who responded represented 51% of the class of 1978 who we were able to contact while the 40 Pre-McGrail graudates responding represent 33% of the class of 1971. The researchers were quite pleased with these response levels given the fact that the normative response levels for this type of survey are considerably lower than those obtained in this study. Therefore, the representative nature of the respondents for alumni in each sub-group is probably quite high.

The class of 1971 and the class of 1978 were chosen not only because these graduates had experienced different educational programs at Nazareth College but also because the fact that they graduated within the same decade would help to minimize differences that might be due to societial and cultural factors operative at the time of their college experience. Since this instrument can not account for differences due to simple maturation, differences in major life tasks of each alumni sub-group nor differences due to socio-cultural influences, it is important to keep these factors in mind when interpreting the data generated by this portion of the study.

Testing Procedure

In the fall of 1980, all alumni from the class of 1971 and 1978 that had a current address on file were contacted by letter to describe the study and to request their participation in the project (Appendix II). If they were willing to participate in the study, they were requested to return a response form to the college. Neither an envelope nor postage was provided. Those who agreed to participate, then received the survey instrument with institutionally-designed questions (Appendix I), a cover letter (Appendix III) with instructions, and a large envelope to return the survey to the college. Again, postage was not provided. Data was collected and analyzed during the spring and summer of 1981.

Statistical Analysis

Data was descriptively analyzed and reported utilizing percentages, for each response and response-group. Particular attention was paid to comparisions between the Pre-McGrail (1971) and McGrail (1978) graduates. No normative data was available for this instrument at the time of the study.

Results

Section I, II, and IV provide descriptive data and are therefore reported separately from the evaluative data generated by sections III and I. Information regarding mailing instructions is not reported.

Descriptive Data
Section I - Demographic Information
(A) Age at time of survey

The age at the time of the survey is indicated in Table 1

Table 1 - Age Distribution in Percent

Age	McGrail Grads	Pre-McGrail	Total
23-26	85.7	0.0	35.3
27-29	0.0	0.0	0.0
30-39	7.1	95.0	58.8
40-61	7.1	5.0	5.9
Total	99.9	100.0	100.0

These data indicate that neither group had a high percentage of non-traditional students (beyond age 21) at time of attendance at Nazareth College. However, the beginning of a trend toward greater numbers of non-traditional students is clearly indicated by the characteristics of McGrail Plan graduates.

(B) Racial/Ethnic Group

The racial/ethnic composition of the sample is shown in Table 2.

Table 2-Racial/Ethnic Group in Percent

	McGrail	Pre-McGrail	Total
Black	3.6	0.0	1.5
White	96.4	97.5	97.
Other	0.0	2.5	1.5
Total	100	100	100

Minorities are not well-represented in either group of gradautes.

(C) Highest Degree Currently Held

The data indicate that a high percentage of graduates are likely to complete a master's degree within ten (10) years of graduation. Most recent graduates do not enter immediately into graduate programs. Table 3 provides the data of advanced degrees.

Table 3 Degrees Currently Held in Percent

	Bachelors	Masters	Other*
McGrail	96.3	0.0	3.7
Pre-McGrail	47.5	50.0	2.5
Total Group	66.2	29.4	2.9

*Includes specialized certificates and certifications

(D) College Major

Differences between McGrail and Pre-McGrail alumni are reflected in Table 4.

Table 4 - College Major in Percent

Major	Pre-McGrail	McGrail	Total
Business	0.0	3.6	1.5
Education	22.5	3.6	10.0
Fine Arts	10.0	0.0	5.9
Foreign Language	10.0	0.0	5.9
Health Professions	17.5	57.1	33.8
Humanities	20.0	7.1	14.7
Mathematics	2.5	0.0	1.5
Physical Science	0	3.6	1.5
Social Science	20.0	14.3	17.6
Other	2.5	10.7	5.9

(E) Sex

Both groups are largely female. The McGrail group does reflect that the college had become coeducational during the decade studied. Table 5 shows the sex distribution.

Table 5 - Sex of Graduates in Percent

	Pre-McGrail	McGrail	Total
Female	100.0	89.3	95.6
Male	0.0	10.7	4.4

(F) Primary Enrollment Status, Marital Status and Residence Classification

The primary enrollment status of the graduate while attending college, their marital status at the time of college enrollment and the primary residential classification are shown in Table 6.

Table 6 - Status Variables in Percent

Status	Pre-McGrail	McGrail	Total
Full-time	100.00	92.9	97.1
Part time	0.0	7.1	2.9
Married	5.0	10.7	7.4
Single	95.0	89.3	92.6
In-State	57.5	100.0	75.0
Out-of-State	40.0	0	23.5
International	2.5	0	1.5

(G) Years Attended

Table 7 presents the data for the number of years this college was attended by each alumni group.

Table 7 - Years Attended in Percent

Years	Pre-McGrail	McGrail	Total
1 year	0.0	3.6	1.5
2 years	7.5	21.4	13.2
3 years	17.5	10.7	14.7
4 years	70.0	57.1	64.7

(H) Current State of Residence

The patterns of movement of the alumni sample are suggested in Table 8.

Table 8 - Current State of Residence in Percent

	Pre-McGrail	McGrail	Total
Same as College	42.5	82.1	58.8
Another State	57.5	17.9	41.2

Section II Continuing Education

Only alumni who had continued their formal education since graduating from Nazareth College completed this part of the survey. There were a total of 68 alumni in this group; 13 (46% of 1978 sample) were McGrail Plan Graduates and 40 were Pre-McGrail graduates (58.8% of Class of 1971 sample).

(Section II - continued)

A. Reason for Continuing Education

The reasons for continuing education are identified in Table 9.

Table 9 - Reasons for Continuing Education in Percent

Reason	Pre-McGrail	McGrail	Total
Career/Job Needs	27.5	25.0	26.5
Learn New Job	10.0	0.0	5.9
Increase Income	0.0	0.0	0.0
License/ Certification	25.0	14.3	20.6
Self-Improve-Ment	10.0	7.1	8.8
Other	2.5	0.0	1.5

B. Current Field of Study

The current fields of study (areas in which education is being continued) are shown in Table 10.

Table 10 - Current Fields of Study in Percent

Field	Pre-McGrail	McGrail	Total
Undecided	2.5	3.6	2.9
Biological Sciences	0.0	3.6	1.5
Communications	2.5	0.0	1.5
Computer Science	2.5	3.6	2.9
Education	32.5	3.6	20.6
Fine/Applied Arts	7.5	0.0	4.4
Foreign Languages	2.5	0.0	1.5
Health Pro-fessions	10.0	21.4	14.7
Home Economics	2.5	0.0	1.5
Letters/ Humanities	7.5	3.6	5.9
Community Service	5.0	0.0	2.9
Social Science	2.5	7.1	4.4

C. Degree of Preparation for Continuing Education

Alumni were asked to indicate how well Nazareth College prepared them for continuing their education. Table 11 shows the response to this question.

Table 11 - Degree of Preparation in Percent

Degree of Preparation	Pre-McGrail	McGrail	Total
Exceptionally Well	25.0	7.1	17.6
More than Adequately	30.0	17.9	25.0
Adequately	20.0	17.9	19.1
Less than Adequately	0.0	3.6	1.5
Very Poorly	0.0	0.0	0.0

D. Number of Credit Hours Earned Since Graduation and Enrollment Status

Table 12 reports the enrollment pattern and total number of credit hours earned by graduates.

Table 12 - Total Credit Hours Earned and Enrollment Status in Percent

	Pre-McGrail	McGrail	Total
10 or less C.H.	7.5	21.4	13.2
11-2-CH	0.0	3.6	1.5
21-30 CH	15.0	3.6	10.3
31-40 CH	15.0	7.1	11.8
41-50 CH	7.5	0.0	4.3
51-60 CH	7.5	3.6	5.9
Over 60 CH	20.0	3.6	13.2
Non-Credit Courses	5.0	3.6	4.4
Full-time Status	25.0	10.7	19.1
Part-time Status	50.0	28.6	41.2

E. Future Degree Plans

Table 13 indicates the highest degree alumni planned to obtain.

Table 13 - Degree Plans in Percent

Degree	Pre-McGrail	McGrail	Total
Bachelors	2.5	0.0	1.5
Masters	32.5	21.4	27.9
Doctors	12.5	17.9	14.7
Professional Degree	5.0	0.0	2.9
Other	2.5	0.0	1.5
No Degree Plans	22.5	3.6	14.7

Section III - Admssions and Financial Support Data

A. Admissions Data

Over 90% of the graduates indicated that Nazareth College was their first (70.6%) or second (25.0%) choice at the time they applied for admission. Three-quarters of the McGrail graduates and two-thirds of the pre-McGrail graudates said that Nazareth was their first choice. 60% indicated that they would choose to graduate with the same major if they could start again. This response was particularly strong in McGrail graduates (75%) while only 50% of pre-McGrail graduates held this opinion.

Table 14 indicates the primary reason for attending Nazareth College.

Table 14 - Reasons For Attending Nazareth in Percent

Reason	Pre-McGrail	McGrail	Total
Cost	0.0	0.0	0.0
Admissions Standards	10.0	0.0	5.9
Size	25.0	7.1	17.6
Social Atmosphere	0.0	0.0	0.0
Location	5.0	3.6	4.4
Program Offered	10.0	57.1	29.4
Academic Reputation	5.0	7.1	5.9
Financial Aid	12.5	10.7	11.8
Parents, Advise	15.0	7.1	11.8
Other	17.5	7.1	13.2

B. Financial Support Data

The sources of financial support for attending college are identified in Table 15.

Table 15 - Financial Support Sources in Percent

Source	Major Source		Minor Source		Not a Source	
1. Parents/ Relatives	Pre-McGrail	52.5	Pre-McGrail	25.0	Pre-McGrail	20.0
	McGrail	64.3	McGrail	10.7	McGrail	25.0
	Total	57.4	Total	19.1	Total	22.1
2. Personal Savings	Pre-McGrail	12.5	Pre-McGrail	47.5	Pre-McGrail	35.0
	McGrail	21.4	McGrail	57.1	McGrail	14.3
	Total	16.2	Total	51.5	Total	26.5
3. Summer Employment	Pre-McGrail	15.0	Pre-McGrail	67.5	Pre-McGrail	17.5
	McGrail	21.4	McGrail	53.6	McGrail	10.7
	Total	17.6	Total	61.8	Total	14.7
4. Employment at College	Pre-McGrail	10.0	Pre-McGrail	42.5	Pre-McGrail	42.5
	McGrail	10.7	McGrail	39.3	McGrail	35.7
	Total	10.3	Total	41.2	Total	39.7
5. Spouse	Pre-McGrail	0.0	Pre-McGrail	5.0	Pre-McGrail	90.0
	McGrail	3.6	McGrail	3.6	McGrail	82.1
	Total	1.5	Total	4.4	Total	86.8
6. VA Benefits					Total	92.6
7. Social Security Benefits	Pre-McGrail	2.5	Pre-McGrail	0.0	Pre-McGrail	92.5
	McGrail	0.0	McGrail	7.1	McGrail	82.1
	Total	1.5	Total	2.9	Total	88.2
8. Student Loans	Pre-McGrail	27.5	Pre-McGrail	12.5	Pre-McGrail	55.0
	McGrail	32.1	McGrail	14.3	McGrail	46.4
	Total	29.4	Total	13.2	Total	51.5
9. Scholar-ships	Pre-McGrail	20.0	Pre-McGrail	15.5	Pre-McGrail	62.5
	McGrail	17.9	McGrail	17.9	McGrail	53.6
	Total	19.1	Total	16.2	Total	58.8
10. Educat-ional Grants (BEOG, etc.)	Pre-McGrail	15.5	Pre-McGrail	20.0	Pre-McGrail	60.0
	McGrail	17.9	McGrail	7.1	McGrail	67.9
	Total	16.2	Total	14.7	Total	63.2

Section IV - Employment History

A. Current Employment Status

Table 16 indicates the alumni response to the question, "Which best describes what you are currently doing"?

Table 16 - Current Employment Status in Percent

Status	Pre-McGrail	McGrail	Total
Employed full-time	55.0	64.3	58.8
Employed part-time	10.0	3.6	7.4
Self-Employed	2.5	3.6	2.9
College	0.0	3.6	1.5
Job and College	5.0	17.9	10.3
Home/Family	27.5	3.6	17.6
Unemployed	0.0	3.6	1.5

B. Source of Information about First Job

The sources utilized to learn about the first job held by graduates are identified in Table 17.

Table 17 - Information Sources on on First Job in Percent

Source	Pre-McGrail	McGrail	Total
College Placement	2.5	0.0	1.5
Faculty	2.5	3.6	2.9
Parent/Relative	5.0	7.1	5.9
Publication	10.0	14.3	11.8
Professional Meeting	2.5	0.0	1.5
Student/Friend	12.5	3.6	8.8
Employer	25.0	25.0	25.0
Job Agency	7.5	7.1	7.4
Other	27.5	28.6	27.9

C. Problems Encountered Obtaining First Job

Table 18 indicates some of the problems experienced by graduates in obtaining their first job.

Table 18 - Problems Encountered
Finding First Job in Percent

Problem Area	Major Problem		Minor Problem		Not a Problem	
1. Deciding what I wanted to do	Pre-McGrail	5.0	Pre-McGrail	7.5	Pre-McGrail	80.0
	McGrail	7.1	McGrail	7.1	McGrail	71.4
	Total	5.9	Total	7.4	Total	76.5
2. Knowing How to Find Job Openings	Pre-McGrail	0.0	Pre-McGrail	37.5	Pre-McGrail	55.0
	McGrail	3.6	McGrail	21.4	McGrail	60.7
	Total	1.5	Total	30.9	Total	57.4
3. Scheduling Interviews	Pre-McGrail	0.0	Pre-McGrail	17.5	Pre-McGrail	75.0
	McGrail	0.0	McGrail	3.6	McGrail	82.1
	Total	0.0	Total	11.8	Total	77%
4. Writing Resume/ Vita	Pre-McGrail	2.5	Pre-McGrail	32.5	Pre-McGrail	57.5
	McGrail	7.1	McGrail	17.9	McGrail	60.7
	Total	4.4	Total	26.5	Total	58.8
5. Finding Job that Paid Enough	Pre-McGrail	25.0	Pre-McGrail	12.5	Pre-McGrail	55.0
	McGrail	10.7	McGrail	14.3	McGrail	57.1
	Total	19.1	Total	13.2	Total	55%
6. Completing Job	0.0% all categories		Pre-McGrail	2.5	Pre-McGrail	90.0
			McGrail	0.0	McGrail	85.7
			Total	1.5	Total	88.2
7. Finding Job for Which I Was Trained	Pre-McGrail	25.0	Pre-McGrail	7.5	Pre-McGrail	60.0
	McGrail	10.7	McGrail	3.6	McGrail	71.4
	Total	19.1	Total	5.9	Total	64.7
8. Finding Job Where I Wanted To Live	Pre-McGrail	22.5	Pre-McGrail	15.0	Pre-McGrail	55.0
	McGrail	7.1	McGrail	14.3	McGrail	64.3
	Total	16.2	Total	14.7	Total	58.8
9. Finding Kind of Job I Wanted	Pre-McGrail	22.5	Pre-McGrail	17.5	Pre-McGrail	52.5
	McGrail	14.3	McGrail	17.9	McGrail	53.6
	Total	19.1	Total	17.6	Total	52%
10. Race/Sex Discrimination	Pre-McGrail	0.0	Pre-McGrail	2.5	Pre-McGrail	92.5
	McGrail	3.6	McGrail	0.0	McGrail	82.1
	Total	1.5	Total	1.5	Total	88.2

D. Alumni Salaries/Income

Alumni reported the annual salary/income for the first job held after college and their current annual salary/income. Table 19 reports this data.

Table 19 - Alumni Salaries/Income
In Percent

Salary	Pre-McGrail	McGrail	Total
1st Job Salary:			
Less than $6000.	30.0	7.1	20.6
$6000-$8900	52.5	17.9	38.2
$9000-$11999	10.0	14.3	11.8
$12000-14999	2.5	28.6	13.2
$15000-$17999	0.0	17.9	7.4
Over $18000	0.0	0.0	0.0
Current Salary:			
Less than $6000	15.5	7.1	11.8
$6000-$8900	7.5	0.0	4.4
$9000-$11999	5.0	17.9	10.3
$12000-14999	12.5	17.9	14.7
$15000-$17999	7.5	25.0	14.7
$18000-$20999	7.5	10.7	8.8
$21000-23999	7.5	0.0	4.4
$24000-$26999	7.5	0.0	4.4
$27000-$29999	2.5	0.0	1.5
$30000-$39999	0.0	3.6	1.5
Over $40000	0.0	0.0	0.0

In reviewing this data it is important to recognize the difference in the national economic climate and the value of the dollar in the 1971 and 1978 initial employment year as well as the effect of the experience factor in current salaries of graduates. It also appears that current salaries reflect the part-time income of some graduates and not full-time annual salaries exclusively.

E. Number of Full-time Jobs Held Since Graduation

Table 20 shows the history of McGrail and Pre-McGrail graduates in relation to the number of full-time jobs held since graduation.

Table 20 - Number of Full-Time Jobs Held in Percent

No. of Jobs	Pre-McGrail	McGrail	Total
1	25.0	39.3	30.9
2	12.5	35.7	22.1
3	22.5	10.7	17.6
4	20.0	0.0	11.8
5 or More	17.5	0.0	10.3

F. Unemployment Patterns

Of the fourteen (14) graduates who were unemployed at the time of the study, only 1.5% indicated that they could not find a job. The vast majority of currently unemployed graduates did not wish to be employed at the present time. Those that were seeking employment had been seeking a job for less than one month or more than one year. None of the unemployed graduates had sought help from the college's placement office. A total of 20.6% of the alumni felt that they were currently underemployed.

G. Current Occupations

The current occupational background of graduates is indicated in Table 21.

Tabel 21 - Current Occupations in Percent

Occupation	Pre-McGrail	McGrail	Total
Business Commerce	7.5	7.1	7.4
Communications	2.5	3.6	2.9
Education	30.0	10.7	22.1
Applied/Fine Arts	2.5	0.0	1.5
Health Professions	17.5	57.1	33.8
Letters/Humanities	2.5	0.0	1.5
Community Service	10.0	7.1	8.8
Social Sciences	2.5	0.0	1.5

H. Additional Occupational Information

Alumni satisfaction with the preparation for their current occupation is reported with the results of Section V since the question asked was evaluative rather than descriptive or demographic in nature. Over 50% (51.5) of all graudates indicated that tneir current occupation is closely related to their major at college (75% McGrail graudates, 35% Pre-McGrail). Another 10% indicated that their current occupation is moderately related and approximately 12% (11.8) indicate that their current occupation is unrelated to the college major.

I. Satisfaction with Various Aspects of the Present Job

Table 22 indicates the satisfaction levels of graduates with various aspects of their present job.

Table 22 - Job Satisfaction Factors in Percent

Factor		Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
1. Challenge	Pre-McGrail 42.5			5.0	2.9	2.5
	McGrail 35.7		35.7	7.1	3.6	3.6
	Total 39.7		26.5	5.9	2.5	2.9
2. Location	Pre-McGrail 42.5		17.5	2.5	7.5	2.5
	McGrail 28.6		42.9	7.1	7.1	0.0
	Total 36.8		27.9	4.4	7.4	1.5
3. Salary & Benefits	Pre-McGrail 5.0		30.0	17.5	12.5	7.5
	McGrail 7.1		32.1	21.4	21.4	3.6
	Total 5.9		30.9	19.1	16.2	5.9
4. Advancement Potential	Pre-McGrail 12.5		15.5	17.5	15.0	12.5
	McGrail 7.1		7.1	28.6	17.9	21.4
	Total 10.3		20.6	17.6	17.6	11.8

Table 22 (continued)

Factor		Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
5. Working Conditions	Pre-McGrail	22.5	22.5	12.5	10.0	5.0
	McGrail	21.4	32.1	7.1	25.0	0.0
	Total	21.9	26.5	10.3	16.2	2.9
6. Career Potential	Pre-McGrail	17.5	25.0	15.0	5.0	10.0
	McGrail	14.3	28.6	21.4	17.9	3.6
	Total	16.0	26.5	17.6	10.3	7.4

Evaluative Data

Evaluative Data about the college and its programs was provided in Sections III and IV. Section III addressed the evaluation of alumni association programs and services. The results of this section of the study are reported in Table 23.

Table 23 - Satisfaction with Alumni Programs and Services in Percent

Program/Service		Very Good	Fair	Poor	No Opinion	Does not Apply
1. Publications	Pre-McGrail	50.0	32.5	5.0	7.5	2.5
	McGrail	21.4	17.9	14.3	25.0	10.7
	Total	38.2	26.5	8.8	14.7	5.9

Table 23 (continued)

Program/Service	Very Good	Fair	Poor	No Opinion	Does not Apply
2. Home comings	Pre-McGrail 2.5 McGrail 0.0 Total 1.5	Pre-McGrail 12.5 McGrail 28.6 Total 19.1	Pre-McGrail 7.5 McGrail 10.7 Total 8.8	Pre-McGrail 42.5 McGrail 42.9 Total 42.6	Pre-McGrail 30.0 McGrail 10.7 Total 22.1
3. Fund Raising Programs	Pre-McGrail 7.5 McGrail 10.7 Total 8.8	Pre-McGrail 42.5 McGrail 21.4 Total 33.8	Pre-McGrail 2.5 McGrail 7.1 Total 4.4	Pre-McGrail 37.5 McGrail 46.4 Total 41.2	Pre-McGrail 5.0 McGrail 7.1 Total 5.9
4. Chapter Meetings	0.0	Pre-McGrail 2.5 McGrail 0.0 Total 1.5	Pre-McGrail 7.5 McGrail 10.7 Total 8.8	Pre-McGrail 62.5 McGrail 53.6 Total 58.8	Pre-McGrail 22.5 McGrail 28.6 Total 25.0
5. Tour Programs	Pre-McGrail 5.0 McGrail 14.3 Total 8.8		Pre-McGrail 5.0 McGrail 7.1 Total 5.9	Pre-McGrail 65.0 McGrail 50.0 Total 58.8	Pre-McGrail 20.0 McGrail 21.4 Total 20.6

The remainder of the Evaluative Data from both Sections was used to answer specific research questions identified by a research team. The research questions asked and the results of the evaluative study follow.

Research Question # 1:

#1. How do alumni evaluate the growth they experienced in general education outcomes while at Nazareth?

While we did not attempt to obtain objective outcome measures from our alumni sample, we did feel that it was important to obtain the subjective evaluation of a sample of alumni/ae regarding the impact the college curriculum had upon them in achieving certain general education outcomes. Section III of the Alumni Survey instrument identifies some commonly accepted general education outcomes and asks alumni to indicate how much their education at Nazareth contributed to their growth in each area. The response options are "very much", "somewhat", "very little", and "blank". There are twenty-four (24) questions presented in this format. A significant trend is indicated if at least one half (50%) of the total sample respond in a similar fashion to an item. Differences between McGrail graduates and Pre-McGrail graduates were also noted. A difference in percentage rating between these groups of twenty (20) or more points is considered noteworthy.

Ten (10) items received a score of 50% or more in the "very much" category,,these items are listed in Table 24 in decending rank order based on percentage response.

Table 24
Rank Order of "very much" Responses

Item	Total Alumni Response	McGrail Pre-McGrail Difference
Work Independently	73.5%	None
Persisting at Different Tasks	67.6%	None
Learning on Own	66.2%	None
Defining & Solving Problems	63.2%	None
Organizing Time Effectively	58.8%	None

Table 24 (continued)
Rank Order of "very much" Responses

Item	Total Alumni Response	McGrail Pre-McGrail Difference
Understanding and Appreciating Arts	55.9%	None
Writing Effectively	54.4%	Pre-McGrail Higher
Understanding Written Information	54.4%	Pre-McGrail Higher
Planning and Carrying Out Projects	54.4%	None
Understanding Differences Among Philosophies & Cultures	52.9%	None

Only three (3) items in the "somewhat" category were scored in such a way as to indicate a trend. These items are listed in decending rank order in Table 25.

Table 25

Rank Order "'somewhat" Response

Item	Total % Score	McGrail Pre-McGrail Difference
Understanding Graphic Information	61.8%	None
Speaking Effectively	54.4%	None
Recognizing Assumptions, Making Logical Inferences and Reaching Correct Conclusions	52.9%	None

Only three (3) items indicated a trend in the "very little" category of response. These items are listed in Table 26.

Table 26

Rank Order "very little" Response

Item	Total % Score	McGrail Pre-McGrail Difference
Managing Personal/ Family Finances	54.4%	None
Understanding of Consumer Issues	54.4%	None
Understanding and Applying Math in Daily Activities	50%	None

The above data suggest that the over-all alumni subjective evaluation of the impact that the college had on effecting growth in general education areas was positive since over 40% of the items received a "very much" rating. While some differences exist between Pre-McGrail alumni groups, these differences are relatively minor in relation to the total response pattern.

Research Question # 2

What general perceptions/opinions are held regarding the McGrail Plan?

The response format to items in the Alumni Survey which might answer this research question was somewhat variable. As might be anticipated, 96.4% of McGrail graduates indicated that they understood the purpose of the McGrail Plan, while only 17.5% of Pre-McGrail alumni understood the plan. Both McGrail and Pre-McGrail graduates indicated strongly (89.3% and 65% "yes") that they were encouraged to recognize that out-of-class activities could help meet educational goals.

A total of 64.3% of McGrail graduates disagreed or strongly disagreed with a question suggesting that they might prefer a required core of Liberating Arts and Science courses.

An additional 21 questions were scored with a scale of:

A = Strongly Agree
B = Agree
C = Neutral
D = Disagree
E = Strongly Disagree
F = Not Applicable
G = I don't know

A favorable response to an item was indicated if 60% or more responded with either "A" or "B" or if the question was negatively stated "D" or "E". Differences in response patterns between McGrail alumni and Pre-McGrail alumni were also noted. A difference of 20 percentage points in scoring was considered noteworthy.

Thirteen (13) items received favorable responses from both Pre-McGrail and McGrail alumni. Table 27 shows the items and the response pattern listed in descending rank order by percentage.

Table 27

Favorable Alumni Response On McGrail Plan

Item	% McGrail	% Pre-McGrail
1. Helped increase interpersonal skills	85.7%	95%
2. Can apply knowledge of humanities and fine arts to profession	67.9%	80%
3. Can apply knowledge of science and math to profession	85.7%	77.4%
4. See relationship between general education and professional competencies	82.1%	70%
5. Appreciate general education because it enriches life	89.9%	82.5%
6. Prepared for successful functioning after leaving college	66.4%	87.5%
7. Encouraged personal development	67.8%	92.5%*
8. Encouraged learning in areas outside of professional field	82.1%	90%
9. Learned from other students	89.3%	95%
10. Goals for attending college satisfied	78.6%	87.5%
11. Instilled desire for life-long learning	82.2%	95%
12. Christian attitudes/values evident	71.5%	85%
13. Concern for human service strengthened	71.5%	90%

*Noteworthy difference in response

An additional six (6) items were rated positively by either Pre-McGrail alumni or McGrail alumni. They are listed in Table 28 in descending rank order by percentage.

Table 28

Favorable Response of Alumni Sub-Groups on McGrail Plan

Item	% McGrail	% Pre-McGrail
1. In general education, references to professional facts/concepts made	67.9%	37.5%*
2. Professional courses enhanced by facts/concepts of general education	64.3%	57.2%
3. Out-of-class experiences as valuable as in-class	57.1%	70.0%
4. Upperclassmen helpful	53.5%	70.0%
5. Easy to find congenial student associates	50.0%	85.0%*
6. Unique talents accepted and nutured	46.4%	62.5%

*Noteworthy difference in response

The above data indicate a favorable opinion by alumni regarding the McGrail Plan and/or specific elements of the McGrail Plan which were a part of the Nazareth curriculum both before and after the McGrail Plan was instituted.

Research Question # 3

What is the degree of perceived integration between the professional and liberal arts and sciences components of the curriculum?

The Alumni data generated from this study supports the concept of perceived integration between both aspects of the curriculum, although there are a few noteworthy differences between Pre-McGrail and McGrail alumni. This statement is supported by the following results:

1. Both alumni groups indicate that they can apply knowledge of humanities, fine arts, science and mathematics to their professional area.

2. Both perceive a relationship between general education and professional competencies.

3. Both appreciate general education because it enriches life.

4. Both felt encouraged to learn in areas outside of professional field.

5. McGrail alumni felt that references to professional facts/concepts were made in their general education courses and Pre-McGrail alumni did not.

6. McGrail alumni had a stronger perception that their professional courses were enhanced by facts/concepts general education than did Pre-McGrail alumni.

Also noteworthy is that Pre-McGrail alumni perceived that they were encouraged in their personal development to a much higher degree (92.5% vs 67.8%) than did McGrail alumni.

Research Question # 4

Is the Human Service thrust supported by the McGrail Plan?

One of the institutionally-designed questions in Section V asked the alumni to indicate to what degree their concern for human service was strengthened as a result of their educational experience at Nazareth College. Both Pre-McGrail and McGrail alumni responded very favorably to this item. Although the difference in rating between the two groups was not quite large enough to be considered noteworthy (the difference was less than 20% points), it is interesting to observe that Pre-McGrail alumni responded positively with a 90% rating while the response of the McGrail alumni was only 71.5%.

Research Question # 5

Are alumni satisfied with their over-all experience at Nazareth College?

The Alumni Survey provided an opportunity for only a very generalized expression of satisfaction. Over 70% (71.5%) of McGrail alumni indicated that if they were to start college over again, they would choose to attend Nazareth, while 52.5% of Pre-McGrail alumni responded with a definite or probable "yes" to this question. Approximately two-thirds of both McGrail (67.9%) and Pre-McGrail (62.5%) alumni indicated that they felt that the quality of education received at Nazareth College was better than that of other colleges. An extremely high percentage of alumni indicated that regardless of the financial benefits, the education provided by the college improved the quality of their lives (McGrail 96.4%, Pre-McGrail 97.5%). Finally, McGrail graduates expressed the strong belief that the College had prepared them well for their present occupation (82.2%) while 67.5% of Pre-McGrail alumni held this opinion.

Conclusions and Recommendations

The data obtained by this study indicate that:

1. Alumni have a positive subjective evaluation of the growth they experienced in terms of general education outcomes while at the college. Some differences exist between McGrail and Pre-McGrail graduates.

2. McGrail alumni have a clear understanding of the purpose of the McGrail Plan, but less than one-fifth (1/5) of Pre-McGrail alums have this type of understanding.

3. A high percentage of all alumni favor the McGrail Plan and/or a majority of the elements which compose the plan.

4. Alumni in general, but McGrail graduates in particular, perceive in integration between professional and general education components of the curriculum.

5. Both groups of alumni indicate the experience at Nazareth College strengthened their concern for human service.

The research team recommends that the College, through the Alumni Office, increase its efforts to help Pre-McGrail Plan graduates develop an understanding of the McGrail Plan and how it relates to the curriculum they experienced while students at Nazareth. The Alumni Office and the Placement Office may also wish to examine how they can better communicate the services they have available to alumni.

Nazareth College

NAZARETH, MICHIGAN 49074
616 349-7783

Appendix II

Dear:

Nazareth College is currently involved in a study designed to determine the "value" of a Nazareth College education from the perspective of current students and a sample of alumni. We hope that this information will help us improve the McGrail Plan and the over-all operation of the College.

We have often asked our alums to contribute to the college financially, but have rarely had the opportunity to ask you for your evaluation of your experience at Nazareth College. The survey we have in mind is brief - it will take only 15-30 minutes to complete and will provide us with a wealth of information. We will report the survey results to you in the Alum sometime next year. We are particularly interested in comparing results from alums who graduated prior to the initiation of the McGrail Plan with those who have graduated under the McGrail Plan. The graduates of 1971 and 1979 are being asked to participate in the study.

We need your help! If you are willing to participate in this important study, please complete the form below and return it to us by February 27. Since the survey is costing us money, (funds have been provided through a Kellogg grant) we do not want to send copies of the instrument to alums who do not wish to be a part of this research.

Thanks for your time and for considering this request.

Sincerely,
Nazareth College Evaluation Task Force

Alum Survey Response

Name_____Address_____

_____

_____ I am willing to participate in the study. Please send a copy of the instrument.

_____ I am not able to take part in the survey at this time.

Return to: Dr. Virginia Jones, SSJ, Chairperson
Evaluation Task Force, Nazareth College,
Nazareth, Michigan 49074

Nazareth College
Nazareth, Michigan 49074
(616) 349-7783

Thank you so much for your willingness to take part in the Alumni Survey as part of our North Central Evaluation Task Force Research Project. The half hour or so you spend completing the enclosed form will help us to evaluate the McGrail Plan as well as other aspects of our program here at Nazareth.

Please read the directions carefully and use only a #1 or #2 lead pencil, also please note the supplement below to the college majors and occupational choices code sheet that is enclosed - this should help you target specific Nazareth majors better.

We would also ask that you pay particular attention to Section V - optional questions, this section is a very important one for the purpose of our study.

Thanks again for your time and continued interest in Nazareth College. The information you provide will help us to continue to improve the College's academic program and services.

Please return the form in the enclosed envelope as soon as possible (we'd like to score them by April 1st).

Sincerely,

Virginia Jones, SSJ

Dr. Virginia Jones, SSJ
Chairperson
Evaluation Task Force

Supplement to College Majors/Occupational Choices

For	Mark
Management of Health Care Facilities	148
Learning Disabilities	196
Humanities	270
Behavioral Science	310
Natural Science	285
Pre-Med	246
Gerontology	240

Section V - Optional Questions

Use the ovals in Section V to answer the following questions. Blacken only one oval for each question. Write any comments you would like to make in Section VII citing the appropriate question number.

1. Did you graduate from Nazareth College when specific general education courses were required? (i.e. English, History, Philosophy, etc.)

   A. Yes..... CONTINUE WITH QUESTION #2
   B. No...(MC GRAIL PLAN GRAD) CONTINUE WITH QUESTION #3

2. In retrospect, how valuable were these general education courses to you as a person?

   A. Very valuable
   B. Fairly valuable
   C. Not at all valuable

   *CONTINUE WITH QUESTION #4

3. (McGrail Grads Only) A portfolio/review board method was used to evaluate my general education (Liberal arts/sciences LAS Expectations). I would have preferred having a required core of LAS courses.

   A. Strongly Agree
   B. Agree
   C. Disagree
   D. Strongly Disagree

4. The current curriculum at the college is called the McGrail Plan. Do you understand the purpose of this plan?

   A. Yes
   B. No

5. While at Nazareth, I was encouraged to recognize that out-of-class activities could help me to meet my educational goals.

   A. Yes
   B. No

For questions #6 through # 29, respond according to the following scale:

A. Strongly Agree
B. Agree
C. Neutral
D. Disagree
E. Strongly Disagree
F. Not applicable
G. I don't know enough about this item

6. My experiences at Nazareth helped to increase my interpersonal skills.

7. In my professional courses (PC) I often perceived my instructors making reference to or using facts and concepts that were presented in my liberal arts and science (LAS), general education, courses.

CONTINUE ON OPPOSITE SIDE

A) Strongly Agree
B) Agree
C) Neutral
D) Disagree
E) Strongly Disagree
F) Not Applicable
G) I don't know enough about this item.

8. In my general education courses, instructors often made reference to facts/concepts associated with a professional area.

9. I think that I can apply my knowledge of the humanities and fine arts to my professional career.

10. I think that I can apply my knowledge of science and mathematics to my professional career.

11. I think that my professional course work means more to me because of the concepts/facts that I learned in my humanities, fine arts and science/math courses.

12. I do not see any relationship between the general education (LAS expectations) requirements and the competencies I need in my profession.

13. I appreciate the knowledge I gained through my humanities, fine arts and science/math (LAS courses) because I believe that this type of learning has enriched my life.

14. My out-of-class experiences (student activities, volunteer services, athletics, campus religious activities, concerts, plays, civic group activities) were as valuable as My in-class experiences.

15. I believe that Nazareth college prepared me for successful functioning after I left college.

16. Nazareth college encouraged my personal development.

17. Nazareth College encouraged my learning in areas of knowledge outside of my professional field.

18. I learned from other students while at Nazareth College.

19. Upperclassmen tried to help new students adjust to campus life.

20. It was easy to find a congenial group of students to go with me to movies, athletic events, etc.

21. My goals for attending college were satisfied.

22. Nazareth College instilled in me a desire for continued life-long learning.

23. My unique, special talents (even though they may have been outside of my professional field) were accepted and nutured by professors.

24. Christian attitudes and values were evident on campus.

25. My concern for human service and meeting the needs of others was strengthened as a result of my experience at Nazareth.

26. The ALUM newspaper keeps me well informed about the college.

27. I appreciate periodic letters from Nazareth's president keeping me updated on the college and its progress.

28. I believe it is important to contribute financially, regardless of the size of the gift, to the alumnae/i association.

29. If the alumnae/i association sponsored more activities in my area, I would like to participate.

ALUMNI SURVEY

DIRECTIONS: The information you supply on this questionnaire will be kept completely confidential. However, if any item requests information that you do not wish to provide, please feel free to omit it. Your Social Security number is requested for research purposes only and will not be listed on any report.

Please use a soft (No. 1 or 2) lead pencil to fill in the oval indicating your response. DO NOT use a ball-point pen, nylon-tip or felt-tip pen, fountain pen, marker, or colored pencil. Some items may not be applicable to you or to this college. If this is the case, skip the item or mark the "Does Not Apply" option. If you wish to change your response to an item, erase your first mark completely and then blacken the correct oval. Do not mark more than ONE response per item unless you are instructed to do so.

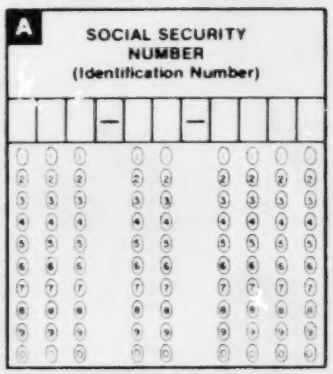
Appendix I

PAGE 1 USE A SOFT LEAD PENCIL ONLY

SECTION I—BACKGROUND INFORMATION

Begin by writing your Social Security number in the large boxes at the top of Block A. Then, in the column below each box, blacken the appropriate oval. Complete the remaining blocks by blackening the single most appropriate oval in each case.

A — SOCIAL SECURITY NUMBER (Identification Number)



B — AGE

- 20 or under
- 21 or 22
- 23 or 24
- 25 or 26
- 27 to 29
- 30 to 39
- 40 to 61
- 62 or over

C — RACIAL/ETHNIC GROUP

- Afro-American/Black
- American Indian or Alaskan Native
- Caucasian-American/White
- Mexican-American/Chicano
- Asian-American, Oriental, or Pacific Islander
- Puerto Rican, Cuban, or Other Hispanic Origin
- Other
- Prefer Not to Respond

D — HOW MANY YEARS HAS IT BEEN SINCE YOU GRADUATED FROM THIS COLLEGE? (To the Nearest Year)

- Less Than 1 Year
- 1 Year
- 2 Years
- 3 Years
- 4 Years
- 5 to 9 Years
- 10 or More Years

E — INDICATE THE HIGHEST DEGREE YOU NOW HOLD

- Associate Degree
- Bachelor's Degree
- Master's Degree
- Doctor's Degree
- Professional Degree
- Other

F — INDICATE YOUR MAJOR AT THIS COLLEGE

Using the List of College Majors and Occupational Choices included with this questionnaire, find the 3-digit code for your college major, write it in the boxes above, and then blacken the appropriate oval in the column below each box.

G — SEX

- Male
- Female

H — WHAT WAS YOUR PRIMARY ENROLLMENT STATUS AT THIS COLLEGE?

- Full-Time Student
- Part-Time Student

I — WERE YOU MARRIED AT THE TIME YOU ATTENDED THIS COLLEGE?

- Yes
- No

J — WHAT WAS YOUR RESIDENCE CLASSIFICATION AT THIS COLLEGE?

- In-State Student
- Out-of-State Student
- International Student (Not U.S. Citizen)

K — HOW MANY YEARS DID YOU ATTEND THIS COLLEGE (To the Nearest Year)

- 1 Year
- 2 Years
- 3 Years
- 4 Years
- 5 or More Years

L — WHERE DO YOU CURRENTLY LIVE?

- In the State in Which This College Is Located
- In Another State or Country

M — DO YOU PLAN TO ATTEND THIS COLLEGE IN THE FUTURE?

- Yes
- Undecided
- No

SECTION II—CONTINUING EDUCATION

Complete this section **only** if you have continued your formal education since graduating from this college. If you have not, skip to Section III.

A — WHAT IS THE MAJOR REASON YOU CONTINUED YOUR EDUCATION? (Mark Only ONE Oval)

- To Satisfy Job Career Requirements
- To Learn a New Occupation
- To Increase Earning Power
- To Obtain or Maintain a License or Certification
- For General Self-Improvement
- Other

B — MAJOR AREA OF STUDY SINCE GRADUATING FROM THIS COLLEGE

Use the List of College Majors and Occupational Choices to indicate your most recent area of study.

C — HOW WELL DID THIS COLLEGE PREPARE YOU FOR YOUR CONTINUING EDUCATION?

- Exceptionally Well
- More Than Adequately
- Adequately
- Less Than Adequately
- Very Poorly

D — WHAT IS THE HIGHEST DEGREE YOU PLAN TO OBTAIN?

- Associate Degree
- Bachelor's Degree
- Master's Degree
- Doctor's Degree
- Professional Degree
- Other
- I Do Not Plan to Obtain Another Degree

E — HOW MANY CREDIT HOURS HAVE YOU EARNED SINCE GRADUATING FROM THIS COLLEGE?

- 10 or Fewer
- 11 to 20
- 21 to 30
- 31 to 40
- 41 to 50
- 51 to 60
- Over 60
- I Am Not Taking Courses for Credit

F — WHAT HAS BEEN YOUR PRIMARY ENROLLMENT STATUS DURING YOUR CONTINUING EDUCATION?

- Full-Time Student
- Part-Time Student

© 1979 by The American College Testing Program. All rights reserved.

DO NOT TEAR OR STAPLE THIS FORM

SECTION III—COLLEGE EXPERIENCES

Please complete each of the following questions related to your education at this college

A **INDICATE YOUR RATING OF THIS COLLEGE AT THE TIME YOU APPLIED FOR ADMISSION**

- It Was My First Choice
- It Was My Second Choice
- It Was My Third Choice
- It Was My Fourth Choice or Lower

B **IF YOU COULD START COLLEGE OVER, WOULD YOU CHOOSE TO ATTEND THIS COLLEGE?**

- Definitely Yes
- Probably Yes
- Uncertain
- Probably No
- Definitely No

C **IF YOU COULD START COLLEGE OVER, WOULD YOU CHOOSE TO GRADUATE WITH THE SAME MAJOR?**

- Definitely Yes
- Probably Yes
- Uncertain
- Probably No
- Definitely No

D **HOU WOULD YOU COMPARE THE QUALITY OF EDUCATION PROVIDED AT THIS COLLEGE WITH THAT OF OTHER COLLEGES?**

- Better
- About the Same
- Worse
- Unable to Judge

E **REGARDLESS OF THE FINANCIAL BENEFITS, HAS YOUR COLLEGE EDUCATION IMPROVED THE QUALITY OF YOUR LIFE?**

- Definitely Yes
- Probably Yes
- Uncertain
- Probably No
- Definitely No

F **WHAT WAS YOUR PRIMARY REASON FOR ATTENDING THIS COLLEGE? (Blacken Only ONE Oval)**

- Cost
- Admissions Standards
- Size
- Social Atmosphere
- Location
- Type of Programs Available
- Academic Reputation
- Availability of Scholarship or Financial Aid
- Advice of Parents or Relatives
- Advice of High School Personnel
- To Be with Friends
- Other

G **INDICATE WHETHER EACH OF THE FOLLOWING WAS A MAJOR SOURCE, MINOR SOURCE, OR NOT A SOURCE OF FUNDS FOR YOUR COLLEGE EDUCATION**

MAJOR SOURCE	MINOR SOURCE	NOT A SOURCE	
○	○	○	Parents or Relatives
○	○	○	Personal Savings
○	○	○	Summer Employment
○	○	○	Employment at College
○	○	○	Spouse
○	○	○	VA Benefits
○	○	○	Social Security Benefits
○	○	○	Student Loans (NDSL, etc.)
○	○	○	Scholarships
○	○	○	Educational Grants (BEOG, SEOG, etc.)

H **RATE EACH OF THE FOLLOWING ALUMNI ASSOCIATION PROGRAMS AND SERVICES AT THIS COLLEGE**

VERY GOOD	FAIR	POOR	NO OPINION	DOES NOT APPLY	
○	○	○	○	○	Publications
○	○	○	○	○	Homecoming Activities
○	○	○	○	○	Fund Raising Programs
○	○	○	○	○	Chapter Meetings
○	○	○	○	○	Tour Programs

I **HOW MUCH DID YOUR EDUCATION AT THIS COLLEGE CONTRIBUTE TO YOUR PERSONAL GROWTH IN EACH OF THE FOLLOWING AREAS?**

VERY MUCH	SOMEWHAT	VERY LITTLE	
○	○	○	1. Writing effectively
○	○	○	2. Speaking effectively
○	○	○	3. Understanding written information
○	○	○	4. Working independently
○	○	○	5. Managing personal/family finances
○	○	○	6. Learning on your own
○	○	○	7. Understanding graphic information
○	○	○	8. Using the library
○	○	○	9. Following directions
○	○	○	10. Understanding consumer issues
○	○	○	11. Caring for your own physical and mental health
○	○	○	12. Working cooperatively in a group
○	○	○	13. Organizing your time effectively
○	○	○	14. Recognizing your rights, responsibilities, and privileges as a citizen
○	○	○	15. Planning and carrying out projects
○	○	○	16. Understanding and applying mathematics in your daily activities
○	○	○	17. Understanding different philosophies and cultures
○	○	○	18. Persisting at difficult tasks
○	○	○	19. Defining and solving problems
○	○	○	20. Understanding the interaction of man and the environment
○	○	○	21. Leading/guiding others
○	○	○	22. Recognizing assumptions and making logical inferences, and reaching correct conclusions
○	○	○	23. Understanding and appreciating the arts
○	○	○	24. Understanding and applying scientific principles and methods

USE A SOFT LEAD PENCIL ONLY

SECTION IV—EMPLOYMENT HISTORY

Please respond to the following questions related to your employment since you graduated from this college. Complete **only** the parts of this section that apply to you.

PART A: TO BE COMPLETED BY ALL ALUMNI

A WHICH OF THE FOLLOWING BEST DESCRIBES WHAT YOU ARE CURRENTLY DOING? (Blacken Only ONE Oval)

- Employed Full Time
- Employed Part Time
- Self-Employed (Farm or Business Owner, etc.)
- Serving in the Armed Forces
- Continuing My Education
- Employed and Continuing My Education
- Caring for a Home/Family
- Unemployed
- Other

PART B: COMPLETE THE FOLLOWING QUESTIONS ONLY IF YOU HAVE EVER HELD A *FULL-TIME* JOB SINCE GRADUATING FROM THIS COLLEGE

B FROM WHICH SOURCE DID YOU LEARN ABOUT THE FIRST JOB YOU HELD AFTER GRADUATING FROM THIS COLLEGE? (Blacken Only ONE Oval)

- College Placement Office
- College Counselor/Adviser
- Faculty at the College
- Parent or Relative
- Newspaper/Trade Publication
- Professional Meeting
- Another Student/Friend
- Recruited by Employer
- Public/Private Employment Agency
- Other

C INDICATE WHETHER EACH OF THE FOLLOWING WAS A MAJOR PROBLEM, MINOR PROBLEM, OR NOT A PROBLEM IN OBTAINING YOUR FIRST JOB AFTER GRADUATION

	MAJOR PROBLEM	MINOR PROBLEM	NOT A PROBLEM
Deciding What I Wanted to Do	○	○	○
Knowing How to Find Job Openings	○	○	○
Scheduling Interviews	○	○	○
Writing a Resume, Vita, or Letter of Introduction	○	○	○
Finding a Job That Paid Enough	○	○	○
Completing Job Applications	○	○	○
Finding a Job for Which I Was Trained	○	○	○
Finding a Job Where I Wanted to Live	○	○	○
Finding the Kind of Job I Wanted	○	○	○
Race/Sex Discrimination	○	○	○

D WHAT WAS YOUR ANNUAL SALARY/INCOME IN THE FIRST JOB YOU HELD AFTER COLLEGE?

- Less than $6,000
- $6,000 to $8,999
- $9,000 to $11,999
- $12,000 to $14,999
- $15,000 to $17,999
- $18,000 to $20,999
- $21,000 to $23,999
- $24,000 to $26,999
- $27,000 to $29,999
- $30,000 to $39,999
- $40,000 to $50,000
- Over $50,000

PART B: CONTINUED

E HOW LONG DID IT TAKE YOU TO OBTAIN YOUR FIRST FULL-TIME JOB AFTER LEAVING THIS COLLEGE?

- Obtained the Job Prior to Leaving College
- Less Than One Month
- 1 to 3 Months
- 4 to 6 Months
- 7 to 12 Months
- Over 12 Months

F INDICATE THE NUMBER OF FULL-TIME JOBS YOU HAVE HELD SINCE LEAVING THIS COLLEGE

- 1
- 2
- 3
- 4
- 5 or More

PART C: COMPLETE THESE QUESTIONS ONLY IF YOU ARE *CURRENTLY UNEMPLOYED*

G INDICATE THE PRIMARY REASON YOU ARE NOW UNEMPLOYED

- Have Been Unable to Find a Full-Time Job Since College
- Was Laid Off by Employer
- Quit to Find Another Job
- Health/Personal Reasons
- Do Not Desire Employment at This Time
- Other

H HOW LONG HAVE YOU ACTIVELY BEEN SEEKING EMPLOYMENT?

- Not Seeking Employment
- Less Than 1 Month
- 1 to 3 Months
- 4 to 6 Months
- 7 to 12 Months
- Over 12 Months

I HAVE YOU SOUGHT HELP FROM THIS COLLEGE'S PLACEMENT OFFICE?

- Yes, It Has Been Helpful
- Yes, but It Has Not Been Helpful
- No

PART D: COMPLETE THESE QUESTIONS ONLY IF YOU ARE *CURRENTLY EMPLOYED*

J INDICATE YOUR CURRENT OCCUPATION

Use the List of College Majors and Occupational Choices to indicate your most recent area of study.

K WHAT IS YOUR CURRENT ANNUAL SALARY/INCOME?

- Less than $6,000
- $6,000 to $8,999
- $9,000 to $11,999
- $12,000 to $14,999
- $15,000 to $17,999
- $18,000 to $20,999
- $21,000 to $23,999
- $24,000 to $26,999
- $27,000 to $29,999
- $30,000 to $39,999
- $40,000 to $50,000
- Over $50,000

L HOW WELL DID THIS COLLEGE PREPARE YOU FOR YOUR PRESENT OCCUPATION?

- Very Well
- Adequately
- Poorly
- Not at All

M HOW CLOSELY RELATED IS YOUR CURRENT OCCUPATION TO YOUR MAJOR AT THIS COLLEGE?

- Highly Related
- Moderately Related
- Slightly Related
- Not Related

N DO YOU FEEL YOU ARE CURRENTLY UNDEREMPLOYED?

- Yes
- No

O INDICATE YOUR SATISFACTION WITH THE FOLLOWING ASPECTS OF YOUR PRESENT JOB

	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
Challenge	○	○	○	○	○
Location	○	○	○	○	○
Salary and Benefits	○	○	○	○	○
Advancement Potential	○	○	○	○	○
Working Conditions	○	○	○	○	○
Career Potential	○	○	○	○	○

MAKE NO STRAY MARKS ON THIS FORM

SECTION V—OPTIONAL QUESTIONS

If an additional set of multiple-choice questions is included with this form, please use this section to record your responses. Twelve ovals are provided for each question, but few questions require that many choices. Simply ignore the extra ovals. If no optional questions are enclosed, leave this section blank.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

SECTION VI—MAILING ADDRESSES

PLEASE PRINT YOUR NAME AND CURRENT ADDRESS ON THE LINES PROVIDED BELOW.

First Name MI Maiden Name Last Name

Street Address/P.O. Box

City

State Zip Code

PLEASE PRINT THE NAME AND ADDRESS OF SOMEONE WHO CAN FORWARD MAIL TO YOU, SHOULD YOU MOVE.

Name

Street Address/P.O. Box

City

State Zip Code

PLEASE PRINT YOUR CURRENT BUSINESS ADDRESS ON THE LINES PROVIDED BELOW.

Name of Organization

Street Address/P.O. Box

City

State Zip Code

SECTION VII—COMMENTS AND SUGGESTIONS

If you wish to make any comments or suggestions concerning this college, please use the lines provided below.

DO NOT WRITE BELOW THIS LINE.